



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Livermore Falls Middle School

SAU: RSU 36/MSAD 36

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2011-2012 NCLB Report Card



School: Livermore Falls Middle School
SAU: RSU 36/MSAD 36
Grade: 06



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	66	66	100	71	71	68	5	67	17	12	66	0	
	2010-2011	65	65	100	63	63	72	14	49	25	12	59	6	0
Female	2009-2010	31	31	100	81	81	74	6	74	13	6			
	2010-2011	31	31	100	68	68	76	6	61	23	10			
Male	2009-2010	35	35	100	63	63	63	3	60	20	17			
	2010-2011	34	34	100	59	59	68	21	38	26	15			
Caucasian/White	2009-2010	61	61	100	70	70	69	5	66	16	13			
	2010-2011	61	61	100	64	64	73	15	49	23	13			
African American/Black	2009-2010	1	1	100			47							
	2010-2011	0	0				52							
Hispanic	2009-2010	3	3	100			62							
	2010-2011	4	4	100			67							
Asian or Pacific Islander	2009-2010	1	1	100			70							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	41	41	100	59	59	56	2	56	22	20			
	2010-2011	40	40	100	53	53	60	13	40	35	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	8	8	100			29							
	2010-2011	13	13	100	62	62	33	38	23	15	23			
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				46							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Livermore Falls Middle School
SAU: RSU 36/MSAD 36
Grade: 07



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	86	84	98	71	71	69	7	64	23	6	82	2	
	2010-2011	72	71	99	56	56	66	3	54	20	24	71	0	0
Female	2009-2010	37	37	100	81	81	76	8	73	16	3			
	2010-2011	31	31	100	61	61	73	6	55	23	16			
Male	2009-2010	49	47	96	64	64	62	6	57	28	9			
	2010-2011	41	40	98	53	53	59	<1	53	18	30			
Caucasian/White	2009-2010	84	82	98	72	72	69	7	65	22	6			
	2010-2011	68	67	99	58	58	67	3	55	18	24			
African American/Black	2009-2010	0	0				53							
	2010-2011	0	0				43							
Hispanic	2009-2010	1	1	100			60							
	2010-2011	2	2	100			52							
Asian or Pacific Islander	2009-2010	1	1	100			77							
	2010-2011	1	1	100			64							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	0	0				61							
Economically Disadvantaged	2009-2010	49	48	98	65	65	57	4	60	25	10			
	2010-2011	46	46	100	48	48	52	<1	48	17	35			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	15	14	93	36	36	28	<1	36	43	21			
	2010-2011	12	11	92	9	9	25	<1	9	18	73			
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				40							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Livermore Falls Middle School
SAU: RSU 36/MSAD 36
Grade: 08



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	64	64	100	63	63	68	8	55	33	5	63	1	
	2010-2011	83	83	100	71	71	72	11	60	22	7	81	2	0
Female	2009-2010	31	31	100	68	68	76	10	58	29	3			
	2010-2011	37	37	100	78	78	78	14	65	19	3			
Male	2009-2010	33	33	100	58	58	61	6	52	36	6			
	2010-2011	46	46	100	65	65	68	9	57	24	11			
Caucasian/White	2009-2010	62	62	100	61	61	69	8	53	34	5			
	2010-2011	81	81	100	70	70	73	11	59	22	7			
African American/Black	2009-2010	1	1	100			50							
	2010-2011	0	0				52							
Hispanic	2009-2010	1	1	100			57							
	2010-2011	1	1	100			67							
Asian or Pacific Islander	2009-2010	0	0				76							
	2010-2011	1	1	100			84							
American Indian or Native Alaskan	2009-2010	0	0				50							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	38	38	100	53	53	56	3	50	39	8			
	2010-2011	47	47	100	60	60	61	9	51	28	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	9	9	100			26							
	2010-2011	12	12	100	17	17	32	<1	17	42	42			
Limited English Proficient	2009-2010	0	0				43							
	2010-2011	0	0				49							

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School: Livermore Falls Middle School
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Grade: 06



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	66	66	100	53	53	63	8	45	29	18	66	0
	2010-2011	65	65	100	51	51	64	18	32	22	28	60	5
Female	2009-2010	31	31	100	45	45	62	6	39	35	19		
	2010-2011	31	31	100	48	48	63	13	35	19	32		
Male	2009-2010	35	35	100	60	60	63	9	51	23	17		
	2010-2011	34	34	100	53	53	64	24	29	24	24		
Caucasian/White	2009-2010	61	61	100	54	54	64	8	46	28	18		
	2010-2011	61	61	100	51	51	65	20	31	23	26		
African American/Black	2009-2010	1	1	100			40						
	2010-2011	0	0				36						
Hispanic	2009-2010	3	3	100			49						
	2010-2011	4	4	100			57						
Asian or Pacific Islander	2009-2010	1	1	100			68						
	2010-2011	0	0				66						
American Indian or Native Alaskan	2009-2010	0	0				50						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	41	41	100	49	49	49	2	46	32	20		
	2010-2011	40	40	100	50	50	50	18	33	20	30		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	8	8	100			29						
	2010-2011	13	13	100	46	46	28	31	15	38	15		
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				39						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Grade: 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	86	84	98	68	68	60	15	52	15	17	82	2
	2010-2011	72	71	99	46	46	58	11	35	24	30	71	0
Female	2009-2010	37	37	100	62	62	59	14	49	22	16		
	2010-2011	31	31	100	45	45	59	13	32	23	32		
Male	2009-2010	49	47	96	72	72	61	17	55	11	17		
	2010-2011	41	40	98	48	48	58	10	38	25	28		
Caucasian/White	2009-2010	84	82	98	68	68	61	16	52	15	17		
	2010-2011	68	67	99	48	48	60	12	36	22	30		
African American/Black	2009-2010	0	0				35						
	2010-2011	0	0				29						
Hispanic	2009-2010	1	1	100			42						
	2010-2011	2	2	100			44						
Asian or Pacific Islander	2009-2010	1	1	100			72						
	2010-2011	1	1	100			62						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	49	48	98	58	58	46	8	50	19	23		
	2010-2011	46	46	100	37	37	44	4	33	28	35		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	15	14	93	50	50	25	<1	50	21	29		
	2010-2011	12	11	92	36	36	22	9	27	27	36		
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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SAU: RSU 36/MSAD 36
Grade: 08



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	64	64	100	58	58	60	8	50	19	23	63	1
	2010-2011	83	83	100	65	65	59	8	57	25	10	81	2
Female	2009-2010	31	31	100	48	48	60	3	45	26	26		
	2010-2011	37	37	100	65	65	58	8	57	27	8		
Male	2009-2010	33	33	100	67	67	59	12	55	12	21		
	2010-2011	46	46	100	65	65	60	9	57	24	11		
Caucasian/White	2009-2010	62	62	100	56	56	60	8	48	19	24		
	2010-2011	81	81	100	64	64	60	9	56	26	10		
African American/Black	2009-2010	1	1	100			34						
	2010-2011	0	0				32						
Hispanic	2009-2010	1	1	100			48						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	1	1	100			71						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	38	38	100	50	50	45	8	42	16	34		
	2010-2011	47	47	100	47	47	44	4	43	38	15		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	9	9	100			21						
	2010-2011	12	12	100	25	25	22	<1	25	42	33		
Limited English Proficient	2009-2010	0	0				29						
	2010-2011	0	0				32						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Livermore Falls Middle School
SAU: RSU 36/MSAD 36
Grade: 08



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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	81	79	98	68	68	71	18	51	19	13	77	2
Female													
	2010-2011	36	35	97	63	63	69	14	49	26	11		
Male													
	2010-2011	45	44	98	73	73	73	20	52	14	14		
Caucasian/White													
	2010-2011	79	77	97	70	70	72	18	52	17	13		
African American/Black													
	2010-2011	0	0				46						
Hispanic													
	2010-2011	1	1	100			59						
Asian or Pacific Islander													
	2010-2011	1	1	100			73						
American Indian or Native Alaskan													
	2010-2011	0	0				61						
Economically Disadvantaged													
	2010-2011	48	46	96	59	59	60	7	52	22	20		
Migrant													
	2010-2011	1	1	100									
Students with Disabilities													
	2010-2011	12	11	92	36	36	41	<1	36	27	36		
Limited English Proficient													
	2010-2011	0	0				39						

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2011-2012 NCLB Report Card



School: Livermore Falls Middle School
SAU: RSU 36/MSAD 36
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 100	E: 99 M: 99	66	E: 60 M: 64	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	57	E: 42 M: 56	E: 61 M: 61	94	95	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	66	E: 62 M: 65	E: 70 M: 71	100	E: 100 M: 100	E: 99 M: 99	57	E: 42 M: 56	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 99 M: 100	E: 99 M: 99	55	E: 55 M: 54	E: 58 M: 58	100	E: 99 M: 100	E: 99 M: 99	41	E: 40 M: 46	E: 48 M: 47			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	*	E: 27 M: 33	E: 33 M: 30	*	E: * M: *	E: 98 M: 98	*	E: 23 M: 37	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Livermore Falls Middle School
SAU: RSU 36/MSAD 36



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	6	2	7	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.